

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Writing

Teaching is giving guidance and facilitation to the learners, so they can learn well. Teacher should be able to settle the conditions for learning.³ One of the objectives of English language teaching was to give student in effective writing's ability. Learning to write is process of discovering and organizing the ideas, putting them on a paper, and reshaping and revising them. Writing is the most difficult lesson in the school since the students have to product the text by themselves.

For the language learning, writing is productive skill in the written mode. It is more complicated that it seems to be the hardest of the four skills, even for native speakers as a language, since it does not only involves a graphic representation of speech, but also the development and presentation of thoughts in a structure way.⁴

Writing was used to show that students had mastered and had a good idea about the subject matter. The aspects of writing include of vocabulary, structure of the sentence, composition of the sentence, spelling,

³ Douglas Brown H, *Principles of Language Learning and Teaching, fourth edition* (New York: addition wesley longman, inc, 2000), 7-8.

⁴David Nunan, *Language Teaching Methodology* (New York : Prentice Hall International (UK) ltd, 1999), 4.

and punctuation. These aspects are important, in order to be able to produce a good writing.

1. The Principles of Teaching Writing.

The following are a few principles that every teacher should consider while teach the student. These principles should be adapted to the many different learning situations.⁵

a. Understand the students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's. It is important to understand both and to convey goals to students in ways that make sense to them. It is the way to make the student interest in writing.

b. Provide many opportunities for many students to write.

Writing almost always improves with practice. Practice writing should provide student with different types of writing as well. For example any type of writing you find useful in your class should be practiced in class.

c. Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it does not always have the intended effect. If the teacher write comment on student' papers, make sure they understand the vocabulary or symbols you use. Take time to discuss them in class. Be cautious about the tone of the comment. The teacher can force into short comment. When writing

⁵ David Nunan, *Practical English Language Education First Edition*(New York: International Edition, 2003), 92

short comment, the teacher tends to leave out the words that soften the message. There are many kind of feedback that used by the teacher, these are written in the margins, individual conferences, taped responses, typed summary responses and other.

Feedback should not entail "correcting" a student's writing. In order to foster independent writers, the teacher can provide summary comments that instruct students to look for problems and correct them on their own.

- d. Clarify for the teacher, and for the students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. The teacher usually use rubric to know the ability of the students in writing text. Rubric is a scoring grid that elaborates the elements of writing that are be evaluated. This rubric should outline the weight of grammar and mechanics in relationship to content and ideas, as well as other features of writing that important.

Student can help to form a rubric as well. Take class time to ask them what they value in writing. Ask them what features make writing enjoyable and what features distract from that enjoyment. This kind of discussion has two benefits: it gives students a voice in the evaluation of their own work; it also provides a common vocabulary with which the entire class can discuss their writing.

2. The Process of Writing Text.

Writing viewed as a process. Writing is an open process of discovery, some preparation should be done to make the writing exiting. By writing, we can tell about people, something and event. Writing is expressing idea, fact, felling, experience, and thought in written form. When the student wants to write something, they should have a lot of information, ideas, and then thought in their mind. So that, they will be able to express them into sentence, paragraph, text, and an essay.

The writing process will be divided into three stages:⁶

a. Planning

Planning is any orderly used to bring about a desired result. As the first stage in writing process, planning is a series of strategies designed to find and procedure information in writing. In planning there are several techniques, these are:⁷

a). Free Writing

Free writing means write sentences or phrases everything that come to mind about a possible topic. It is need for about ten minute or more. Do not worry about spelling or punctuating correctly, about fiding exact words.

⁶ Nada Abisamra, *The Nature of Writing* (Jakarta : PT. Rineka Cipta, 2003),10.

⁶ Marta Yuliani, *English for a Better Life* (Bandung : Pakar Raya Pakarnya Pustaka, 2005), 21.

⁷ John Langan, *College Writing Skills with Reading, seventh edition* (Singapore: McGraw Hill, 2008), 25.

b). Questioning

In questioning, do the generate ideas and details by asking questions about the subject. The questions include why, when, where, who, and how. Ask as many questions can think of.

c). Making a list

In making a list, usually also called as brainstorming. It is collect ideas and details that relate to the subject. The goal is just make a list of everything about the subject.

d). A scratch outline

In scratch outline, think carefully about the point that making, the supporting items for the point, and the order in which will arrange those items. The scratch outline is planning to help achieve a unified, supported, well organized essay.

b. Drafting

Drafting is procedure for drawing up preliminary sketch as the second stage in the writing process; drafting is a series of strategies designed to organize and develop a sustained piece of writing. In drafting, write and develop the outline, don not thing about grammar, punctuation and spelling. Instead, make it the goal to state the thesis clearly and develop the content of the essay.

c. Revising

Revising is procedure for improving or correcting a work in progress. After make a draft, the next steps are revising and editing. Revising means rewriting an essay, building on what has already done, to make it stronger. As third and final stages in the writing process, need to revising is a series of strategies designed to re-evaluate the choice that have created, we may decide to move, delete, or add word, sentence, or paragraph that will complete our writing. There are three stages to the revising process: a) revising content, b) revising sentences, c) editing. After revised the essay for content and style, the next step is editing and correct errors in grammar, punctuation, and spelling.

3. The Writing Skills

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing into five general components:⁸

⁸ Heaton J.B., *Writing English Language Test, New Edition* (New York: Longman Inc, 1988), 135.

- a. Language use: the ability to write correct and appropriate sentences.
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language. For example: punctuation and spelling.
- c. Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.
- d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- e. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

The actual writing conventions which it is necessary for the student to master relate chiefly to punctuation and spelling. The purposes of writing in the student writing to entertain, inform, or explain. A piece of continuous writing may take the form of narrative, descriptive, survey, record, report, discussion, or argument. After the purposes of writing have been established, judgment is again required to determine the selection of the material which is most relevant to the task at hand (bearing in mind the time available).

B. News Item Text

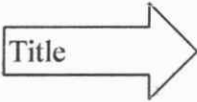
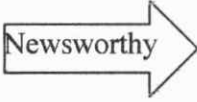
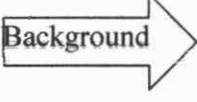
News is a report of a current event. It is information about something that has just happened or will happen soon. News is a report about recent happenings in a newspaper, television, radio or internet. News item text is a

factual text which informs readers of daily newspapers about events of the day which are regarded as newsworthy or important.

The structure of the text consists of three parts:⁹

1. Newsworthy event: recounts the events in summary form.
2. Background event: elaborate what happened, to whom, and in what circumstances.
3. Source: comments by participants in, witnesses to, and authorities expert on the event.

News item text has function to inform readers or listeners about events of the day which are considered newsworthy or important. Here there is an example of news item text:

	<p>Large Python Saves Riza and Twins</p>
	<p>A few survivors of the Sunday's calamity have a snake to thank for being alive.</p>
	<p>Riza, a 26-year-old clothes vendor, said that at about 08:00 a.m. she was enjoying the holiday in bed when suddenly she saw walls of water, mud, rock and branches rushing into the neighborhood. People were screaming and running. Riza, who was living in a rented house near the coast in Banda Aceh with three friends,</p>

⁹ Yuliani, *English for a Better Life*, 163.

dashed up to the second floor of a neighbor's home and stood on top of a cupboard.

But as she told Antara from a makeshift shelter on Wednesday, the current swept her and her friends off their perch. As Riza was drifting, she saw her neighbors, two girls-twins-and their mother.

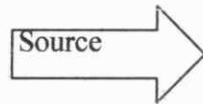
Riza, who can swim, managed to help the girls. She saw their mother was badly injured.

The mother shouted, "Please help save my children. Let me be, but please save my children," Riza recounted, in tears.

As she struggled for her own life and that of the twins, she said a large snake as long as a telephone pole approached her. She and the nine-year-old rested on the reptile, which was drifting along with the current.

"Thank God, we landed on higher ground where the water level was only about a meter deep. The twins, who were badly injured, were safe." Riza then slapped her face to make sure she was not dreaming.

Riza, who is currently taking refuge in the Bandar Blang Bintang area, plans to go to her relative's house in Medan, North Sumatra.



“God still loves me,” she said, adding that she would never forget the tragedy.

Source: *The Jakarta Post, Thursday*, (December 30, 2012)

C. Outline

Outline is a list of the main point of a document or plan, itemized in the sequence; they appear in the text or in a logical order. Usually each main point has nested under it one or more sub points which may have their own sub-sub points, and so on. Outline is an organization skill that will help develop your ability to think in clear and logical manner.¹⁰

An outline is usually in the form of a list divided into headings and sub headings that distinguish main points from supporting points. When an outline is viewed as a kind of draft, subject to change, it can be a powerful tool for writing.¹¹

There are two types of outlines, first is short topic outline and the second is sentence outline.

1. Short topic outline is outline that consists of phrases.
2. Sentence outline is outline that summarizes each idea in a complete sentence that may become the topic sentence for a paragraph.

¹⁰ Langan, *College Writing Skill with Readings.*, 100.

¹¹ Steven Lynn, *Rhetoric and Composition: An Introduction* (Cambridge: Cambridge University Press, 2010), 99

The form outline of news item text:

Title

I. Introduction

Thesis Statement

II. Body Paragraph

- 1) Topic Sentence : background event
- 2) Topic Sentence : background event

III. Conclusion

Source : comment by participant in, witnesses to, and authorities
expert on the event.

The advantages and disadvantages of using outline:

- The advantages of using outline:
 1. Outlines prepare for the work ahead.
 2. Outlines keep on task.
 3. Outlines prevent wandering storylines.

- The disadvantages of using outline:
 1. Outlines limit new ideas.
 2. Outlines force to choose an outcome at the beginning.

D. Achievement

Achievement is the result of what an individual has learned from some educational experiences. Achievement is the expectancy of finding satisfaction in mastering challenging and difficult performance. The achievement of the students is as the successfulness of them. In conclusion that achievement is the result, the successfulness, the extent or ability.

There are two factors in achievements, these are internal achievement and external achievement. To have a good achievement, the students must attend the factors. Here some factors in achievement, there are:¹²

1. Internal factors.

Internal factors come from the student. It can be willingness and intelligence.

- a. Willingness

It comes from the deepest of student's heart. The student's achievement depends of the willingness.

- b. Intelligence

Commonly students who have good intelligence also have a high performance. Because of that, they have better achievement that the other students.

2. External factors.

Comes from the students environment. It can be motivation, school, teacher and method in learning.

¹² Ebel, *Essentials of Educational Measurement* (New Jersey: Prentice-Hally, 1978), 238.

a. Motivation

It can be started from the family that give support to the student to get a good achievement. Commonly student get the motivation not only from their family, but also from their friend.

b. School

School is one of the factors that can increase the achievement of the student. The student gets some knowledge from the school. The achievement of the student depends of the school. The competence school will make a good achievement of the student.

c. Teacher

One of element that can increase the student's achievement. Commonly the student will easy to get the knowledge, if the student loves the teacher. If the student do not like the teacher, they will difficult to get the lesson.

d. Method

The students will have good achievement if the teachers have several methods and creative when teach their student. The method that the teacher uses will influence the student's achievement.